



VANCE-PROVIDENCE ELEMENTARY

633 Camden Road
Vance, South Carolina

Grades	PK-5 Elementary School	
Enrollment	338 Students	
Principal	James R. Myers	803-492-7766
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

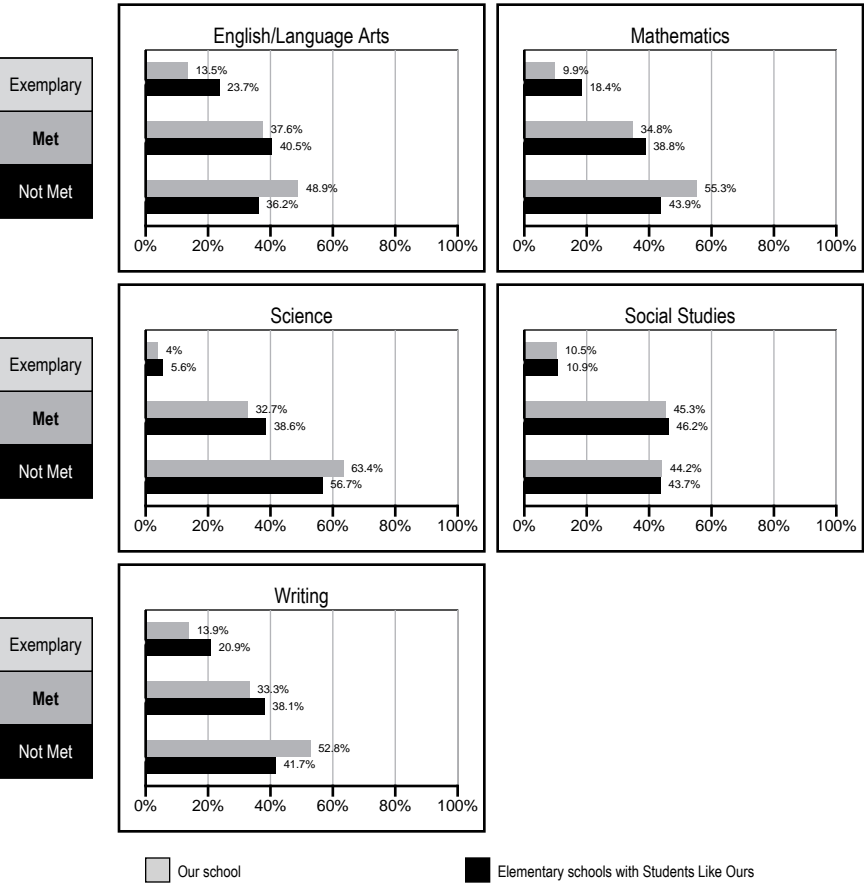
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	57	47	21

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=338)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 3.2%	1.5%	1.2%
Attendance rate	93.9%	Down from 95.2%	95.9%	96.1%
Eligible for gifted and talented	0.5%	Down from 0.6%	4.1%	11.7%
With disabilities other than speech	6.8%	Up from 5.0%	8.5%	8.0%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	60.0%	Up from 58.3%	59.4%	60.5%
Continuing contract teachers	90.0%	Up from 79.2%	78.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 84.9%	82.1%	87.0%
Teacher attendance rate	93.5%	Down from 97.0%	95.2%	95.4%
Average teacher salary*	\$45,678	Down 0.1%	\$45,164	\$47,288
Professional development days/teacher	8.6 days	Down from 9.5 days	10.6 days	10.5 days
School				
Principal's years at school	14.0	Down from 15.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 16.6 to 1	17.1 to 1	19.2 to 1
Prime instructional time	86.7%	Down from 91.9%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,407	Up 1.5%	\$8,918	\$7,548
Percent of expenditures for instruction**	62.5%	Down from 63.6%	67.9%	68.7%
Percent of expenditures for teacher salaries**	58.7%	Up from 57.9%	62.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Vance-Providence Elementary School is located in a rural setting in Orangeburg County. The school has a student population with approximately 89.91 percent of the students receiving free or reduced lunch. High standards and high expectations have become our recipe for success. Our school has received a SCANA Homework Center grant that provided tutoring for students in grades two and three. Vance-Providence Elementary was also selected to have a technology/science coach (C2T2) for the 2009-2010 academic year. In addition, we are the recipient of a Students, Teachers Achieving Results (STAR) grant from Savannah River Remediation and have received XO Laptops from Blue Cross/Blue Shield for every student in grades one through five.

We offered various programs to promote community involvement. Our lunch buddies program brought in community groups and agencies that provided support and guidance for our students during lunch time. Our Career Day gave students the opportunity to observe and ask questions of representatives from various occupations and to gain a perspective of the types of work they might wish to pursue. During our Meet the Teacher/Welcome Back Night, students and parents were provided the opportunity to meet with representatives from various community agencies to make inquiries about services available to them. We were given an operational status by the SACS Quality Assurance Team and recommended for continued accreditation. Students in grade five received training in the DARE program and fourth graders received training in the GRATE program which increased their awareness of the dangers of drugs and alcohol. In addition, we established a partnership with the town of Vance to allow students the opportunity to participate in city improvement projects and take pride in their community. A school brochure was developed for the parents and community to highlight school accomplishments and inform them of available resources.

Vance-Providence Elementary School was a participant in the 21st Century Boys and Girls Club, which provided students with afterschool extra-curricular activities. The Lake Marion Kiwanis Club recognized students in grade PreK-5 for good citizenship at three PTO meetings. Students and faculty members were recognized for good health and conditioning practices by the "Feeling Good Mileage Club."

In order to meet the diverse needs of all their students, teachers work diligently to improve their professional skills. Several staff members were selected to serve on the district curriculum review team. To insure the quality of the instructional program, teachers are monitored on a daily basis by the school administration and periodically by members of the District's Teacher Support Team.

Vance-Providence Elementary School is fortunate to have a supportive business community, a committed clergy, and parents who stress the importance of a quality education program. As our motto states, Vance-Providence Elementary is "Developing hope, one student at a time."

James R. Myers, Principal
Sandra White, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	53	41
Percent satisfied with learning environment	69.6%	80.8%	80.0%
Percent satisfied with social and physical environment	60.9%	59.6%	80.0%
Percent satisfied with school-home relations	50.0%	77.4%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-HOLD
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	93.9%	94.0%*	No

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	148	96.6	48.9	37.6	13.5	70.2	73.1	83.5	Yes	Yes
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Gender										
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Male	73	94.5	53.6	34.8	11.6	62.3	71.3	80.1	N/A	N/A
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Female	75	98.7	44.4	40.3	15.3	77.8	74.9	87	N/A	N/A
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Racial/Ethnic Group										
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White	1	I/S	N/A	N/A	N/A	N/A	82.9	89.6	I/S	I/S
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African American	147	96.6	48.9	37.6	13.5	70.2	72	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	88.2	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status										
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Disabled	19	73.7	N/A	N/A	N/A	27.8	41.7	51.7	I/S	I/S
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency										
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Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	141	96.5	49.3	37.3	13.4	70.1	72.7	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	148	100	55.3	34.8	9.9	59.6	63.3	80.4	Yes	Yes
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Gender										
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Male	73	100	62.3	24.6	13	55.1	63.3	78.4	N/A	N/A
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Female	75	100	48.6	44.4	6.9	63.9	63.2	82.5	N/A	N/A
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Racial/Ethnic Group										
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White	1	I/S	N/A	N/A	N/A	N/A	76.9	87.8	I/S	I/S
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African American	147	100	55.3	34.8	9.9	59.6	61.7	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.5	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status										
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Disabled	19	100	N/A	N/A	N/A	16.7	22.7	46.1	I/S	I/S
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency										
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Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	90.9	78.9	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	141	100	56	34.3	9.7	59.7	62.4	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	104	100	63.4	32.7	4	36.6	49.9	67.3
Gender								
Male	51	100	60.8	33.3	5.9	39.2	55.3	66.9
Female	53	100	66	32	2	34	44.3	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	73.3	79.6
African American	104	100	63.4	32.7	4	36.6	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	13	100	N/A	N/A	N/A	N/A	15.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	99	100	63.5	32.3	4.2	36.5	48	55.4

Social Studies

All Students	101	100	44.2	45.3	10.5	55.8	57.6	70.9
Gender								
Male	51	100	46.8	46.8	6.4	53.2	57.4	70.1
Female	50	100	41.7	43.8	14.6	58.3	57.9	71.7
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	71.6	79.2
African American	100	100	44.2	45.3	10.5	55.8	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	12	100	N/A	N/A	N/A	9.1	24.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	95	100	44.9	46.1	9	55.1	56.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	152	99.3	52.8	33.3	13.9	47.2	54.6	72.1	93.9	94.7
Gender										
Male	75	100	57.7	26.8	15.5	42.3	50.9	65.2	93.5	94.2
Female	77	98.7	47.9	39.7	12.3	52.1	58.2	79.2	94.3	95.2
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	66.7	80.8	92.9	91.4
African American	151	99.3	52.8	33.3	13.9	47.2	53	59.7	93.9	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	64.6	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	87.7
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	5	16.2	27.7	92.9	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	N/A	97.1
Socio-Economic Status										
Subsidized meals	145	99.3	53.3	32.8	13.9	46.7	53.3	61.9	93.9	94.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	59	100	52.9	29.4	17.6	47.1
	4	63	100	57.4	29.5	13.1	42.6
	5	49	100	27.7	59.6	12.8	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	40	31.4	28.6	60
	4	57	91.2	58.2	36.4	5.5	41.8
	5	52	100	45.1	43.1	11.8	54.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	59	100	64.7	29.4	5.9	35.3
	4	63	100	50.8	37.7	11.5	49.2
	5	49	100	N/AV	N/AV	N/AV	46.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	37.1	40	22.9	62.9
	4	57	100	60	36.4	3.6	40
	5	52	100	62.7	29.4	7.8	37.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	32	90.6	73.1	23.1	3.8	26.9
	4	63	98.4	54.1	41	4.9	45.9
	5	24	95.8	65.2	30.4	4.3	34.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	N/A	N/A	N/A	16.7
	4	57	100	54.5	40	5.5	45.5
	5	28	100	67.9	28.6	3.6	32.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	27	92.6	44	52	4	56
	4	63	98.4	39.3	50.8	9.8	60.7
	5	25	100	25	70.8	4.2	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	29.4	58.8	11.8	70.6
	4	57	100	43.6	47.3	9.1	56.4
	5	24	100	56.5	30.4	13	43.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	57	100	60.8	21.6	17.6	39.2
	4	63	100	52.5	36.1	11.5	47.5
	5	51	100	43.8	47.9	8.3	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	52.8	27.8	19.4	47.2
	4	58	98.3	52.7	38.2	9.1	47.3
	5	54	100	52.8	32.1	15.1	47.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample